

**Online Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 5**

<b>Unit 1</b>										
<b>Items 1-7</b>										
<b>Task: Literary Analysis (LAT)</b>										
<b>Passage 1: from <i>Ida B</i> by Katherine Hannigan</b>										
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>								
1 VH048203_TTS	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: A</b>	RL1; RL4; L4								
2 VH043725_TTS	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: B</b>	RL1; RL2								
3 VH117686_TTS	<p><b>Item Type: TECR</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 25%;">Description of Narrator's Feeling</th> <th style="width: 25%;">Supporting Evidence for Narrator's Feeling</th> <th style="width: 25%;">Description of Claire's Feeling</th> <th style="width: 25%;">Supporting Evidence for Claire's Feeling</th> </tr> </thead> <tbody> <tr> <td>determined</td> <td>"... making myself look her in the eye ..."</td> <td>undecided</td> <td>"Everything was there, but nothing was happening"</td> </tr> </tbody> </table>	Description of Narrator's Feeling	Supporting Evidence for Narrator's Feeling	Description of Claire's Feeling	Supporting Evidence for Claire's Feeling	determined	"... making myself look her in the eye ..."	undecided	"Everything was there, but nothing was happening"	RL1; RL3
Description of Narrator's Feeling	Supporting Evidence for Narrator's Feeling	Description of Claire's Feeling	Supporting Evidence for Claire's Feeling							
determined	"... making myself look her in the eye ..."	undecided	"Everything was there, but nothing was happening"							
<b>Passage 2: from <i>Moon Over Manifest</i> by Clare Vanderpool</b>										
4 VH043882_TTS	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: B</b>	RL1; RL4; L5								
5 VH044042_TTS	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A and E</b>	RL1; RL2								
6 VH044076_TTS	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: A</b>	RL1; RL5								
<b>Passage 1: from <i>Ida B</i> by Katherine Hannigan and Passage 2: from <i>Moon Over Manifest</i> by Clare Vanderpool</b>										
7 VH044120_TTS	<b>Item Type: PCR</b> Refer to Grade 5 Scoring Rubric	RL1; RL6; W2; W4-10								

<b>Items:</b> 8-11		
<b>Passage Type:</b> Literary S/M		
<b>Passage:</b> from <i>The Youngest Girl in the Fifth</i> by Angela Brazil		
8 C1506_TTS	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B	RL1; RL4; L4
9 X0506_TTS	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B	RL1; RL6
10 X0507_TTS	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> D, F	RL1; RL5
11 C1509_TTS	<b>Item Type:</b> TECR  <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Miss Roscoe enters the classroom and calls for Gwen.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Gwen learns why Miss Roscoe is moving her to a different class level.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Miss Roscoe explains how other teachers will help Gwen.</div> <div style="border: 1px solid black; padding: 5px;">Miss Roscoe rushes Gwen down the hall to her new class.</div>	RL1; RL2

Unit 2		
Items 1-9		
Task: Research Simulation (RST)		
Passage 1: from “The Amazing Penguin Rescue” by Lauren Tarshis		
Item Number	Answer	Standards Alignment
1 VH077812_TTS	<b>Item Type: EBSR</b> <b>Part A: C and F</b> <b>Part B: D and F</b>	RI1; RI2
2 VH077824_TTS	<b>Item Type: TECR</b> <div style="text-align: center; margin: 20px 0;"> <pre> graph TD     Cause["Cause: The penguin swims through oil."]     Effect1["Effect 1: The penguin has difficulty swimming."]     Effect2["Effect 2: The penguin feels cold."]     Effect3["Effect 3: The penguin's eyes burn."]     Response["Response: The penguin is rescued by people."]      Cause --&gt; Effect1     Cause --&gt; Effect2     Cause --&gt; Effect3     Effect1 --&gt; Response     Effect2 --&gt; Response     Effect3 --&gt; Response           </pre> </div>	RI1; RI3
Passage 2: “The Amazing Penguin Rescue” by Dylan deNapoli		
3 VH077866_TTS	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A</b>	RI1; L4; RI4
4 VH077874_TTS	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A and E</b>	RI1; RI2
5 VH077869_TTS	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: C</b>	RI1; RI8

**Passage 1:** from “The Amazing Penguin Rescue” by Lauren Tarshis and **Passage 2:** “The Amazing Penguin Rescue” by Dylan deNapoli

6 VH117774_TTS	<p><b>Item Type: TECR</b></p> <table border="1" data-bbox="313 268 1378 1010"> <thead> <tr> <th data-bbox="313 268 691 422">Article by Lauren Tarshis</th> <th data-bbox="691 268 1089 422">Article by Dyan deNapoli</th> <th data-bbox="1089 268 1378 422">Both Articles</th> </tr> </thead> <tbody> <tr> <td data-bbox="313 422 691 709">The author writes about the oil spill event as if it is happening in the immediate present.</td> <td data-bbox="691 422 1089 709">The author writes from a rescuer’s point of view about the oil spill event.</td> <td data-bbox="1089 422 1378 709">The author introduces the oil spill event at the beginning of the article.</td> </tr> <tr> <td data-bbox="313 709 691 1010">The author puts the reader in the role of a penguin involved in the oil spill event.</td> <td data-bbox="691 709 1089 1010">The author uses statistics to provide more information about the oil spill event.</td> <td data-bbox="1089 709 1378 1010">The author uses strong emotional language to describe the oil spill event.</td> </tr> </tbody> </table>	Article by Lauren Tarshis	Article by Dyan deNapoli	Both Articles	The author writes about the oil spill event as if it is happening in the immediate present.	The author writes from a rescuer’s point of view about the oil spill event.	The author introduces the oil spill event at the beginning of the article.	The author puts the reader in the role of a penguin involved in the oil spill event.	The author uses statistics to provide more information about the oil spill event.	The author uses strong emotional language to describe the oil spill event.	RI1; RI6
Article by Lauren Tarshis	Article by Dyan deNapoli	Both Articles									
The author writes about the oil spill event as if it is happening in the immediate present.	The author writes from a rescuer’s point of view about the oil spill event.	The author introduces the oil spill event at the beginning of the article.									
The author puts the reader in the role of a penguin involved in the oil spill event.	The author uses statistics to provide more information about the oil spill event.	The author uses strong emotional language to describe the oil spill event.									

**Passage 3:** “Endangered Penguins Caught in Oil Spill” (video)

7 VH077882_TTS	<p><b>Item Type:</b> <b>EBSR Part A: A</b> <b>Part B: C</b></p>	RI1; L4; RI4
8 VH077881_TTS	<p><b>Item Type:</b> <b>EBSR Part A: C</b> <b>Part B: A</b></p>	RI1; RI8

**Passage 1:** from “The Amazing Penguin Rescue” by Lauren Tarshis;  
**Passage 2:** “The Amazing Penguin Rescue” by Dylan deNapoli; **Passage 3:** “Endangered Penguins Caught in Oil Spill” (video)

9 VH078148_TTS	<p><b>Item Type:</b> <b>PCR</b> Refer to Grade 5 Scoring Rubric</p>	RI1; RI7; RI9; W2; W4-10
-------------------	-----------------------------------------------------------------------------------------	-----------------------------

<p>4 VH050627_TTS</p>	<p><b>Item Type: TECR</b></p> <table border="1" data-bbox="430 136 1214 829"> <thead> <tr> <th data-bbox="430 136 630 170">Descriptions</th> <th data-bbox="634 136 922 170">Character</th> <th data-bbox="927 136 1214 170">Supporting Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 241 630 275">Proud of his strength</td> <td data-bbox="634 199 922 336">Paul</td> <td data-bbox="927 199 1214 336">"Pretty good, huh?"</td> </tr> <tr> <td data-bbox="430 388 630 451">Wants to teach someone a lesson</td> <td data-bbox="634 367 922 504">Johnny</td> <td data-bbox="927 367 1214 504">"... so why don't you take this an' see if it's so easy to make it grow."</td> </tr> <tr> <td data-bbox="430 556 630 619">Saddened by the actions of another</td> <td data-bbox="634 535 922 672">Johnny</td> <td data-bbox="927 535 1214 672">"Are they all gone?"</td> </tr> <tr> <td data-bbox="430 724 630 787">Thinks that the other person's job is easy</td> <td data-bbox="634 703 922 840">Paul</td> <td data-bbox="927 703 1214 840">"You just stick it in the ground an' the seed does all the work."</td> </tr> </tbody> </table>	Descriptions	Character	Supporting Evidence	Proud of his strength	Paul	"Pretty good, huh?"	Wants to teach someone a lesson	Johnny	"... so why don't you take this an' see if it's so easy to make it grow."	Saddened by the actions of another	Johnny	"Are they all gone?"	Thinks that the other person's job is easy	Paul	"You just stick it in the ground an' the seed does all the work."	<p>RL1; RL3</p>
Descriptions	Character	Supporting Evidence															
Proud of his strength	Paul	"Pretty good, huh?"															
Wants to teach someone a lesson	Johnny	"... so why don't you take this an' see if it's so easy to make it grow."															
Saddened by the actions of another	Johnny	"Are they all gone?"															
Thinks that the other person's job is easy	Paul	"You just stick it in the ground an' the seed does all the work."															
<p>5 VH054046_TTS</p>	<p><b>Item Type: PCR</b> Refer to Grade 5 Scoring Rubric</p>	<p>W3-10</p>															
<p><b>Items 6-11</b></p>																	
<p><b>Passage Type: Informational M/L</b></p>																	
<p><b>Passage: "Phillis's Big Test" by Catherine Clinton</b></p>																	
<p>6 2111_A_TTS</p>	<p><b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A</b></p>	<p>RI1; RI4; L4</p>															
<p>7 2117_A_TTS</p>	<p><b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b></p>	<p>RI1; RI3</p>															
<p>8 X0504_TTS</p>	<p><b>Item Type: EBSR Part A: D</b> <b>Part B: C, F</b></p>	<p>RI1; RI2</p>															
<p>9 X0509_TTS</p>	<p><b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D, E</b></p>	<p>RI1; RI8</p>															

10 X0503_TTS	<b>Item Type: TECR</b>  <table border="1" data-bbox="418 199 1205 352"><thead><tr><th data-bbox="418 199 808 231">Opportunities</th><th data-bbox="808 199 1205 231">Challenges</th></tr></thead><tbody><tr><td data-bbox="418 231 808 283">was supported by the family</td><td data-bbox="808 231 1205 283">became a slave at a young age</td></tr><tr><td data-bbox="418 283 808 352">was taught lessons by the twins</td><td data-bbox="808 283 1205 352">had to prove she was a poet</td></tr></tbody></table>	Opportunities	Challenges	was supported by the family	became a slave at a young age	was taught lessons by the twins	had to prove she was a poet	RI1; RI8
Opportunities	Challenges							
was supported by the family	became a slave at a young age							
was taught lessons by the twins	had to prove she was a poet							
11 X0501_TTS	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RI1; RI3						